

VOTING WITH THEIR FEET

A STATE-LEVEL ANALYSIS OF PUBLIC CHARTER SCHOOL AND DISTRICT PUBLIC SCHOOL TRENDS

SEPTEMBER 2021



NATIONAL ALLIANCE FOR
**PUBLIC
CHARTER
SCHOOLS**

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Introduction

Based on data collected and analyzed by the National Alliance for Public Charter Schools, during the first full school year of the COVID pandemic, the charter sector is likely to have experienced the largest rate of increase in student enrollment increase in half a decade.

Public charter school enrollment increased during the 2020-21 school year in at least 39 states, the only segment of the public education sector to grow during the COVID-19 pandemic, according to new data compiled by the National Alliance. All told, nearly 240,000 new students enrolled in charter schools during that period, a 7% year-over-year increase. This likely represents more than double the rate of growth from the prior year. According to the analysis of data from 42 states*, Illinois, Iowa and Wyoming are the only states that saw even a modest decrease in charter school enrollment during this period. This report does not include data from Kansas, Tennessee, Puerto Rico, Guam, or any states that do not have public charter schools.

Across the country, families chose to leave their district schools in record-high numbers and polling from parents suggests this wasn't a temporary change. According to National Parents Union, 80% of the parents they surveyed said the 2020-21 school year was an eye-opening experience that also resulted in a demonstrable shift in parental involvement when it comes to their child's education and parents' desire to engage schools with more input and feedback. A majority of parents want more options for their students following the pandemic and they have no plans to return to the way things were.¹

Charter schools are public schools of choice—meaning families must make an active decision to enroll a student in one of these unique public schools. During the 2020 school year, the COVID pandemic forced many schools of all types to close their doors and switch to remote learning. Many parents were dissatisfied with the quality of what was available to their children. And that dissatisfaction led them to learn more about the other educational options available. For many families, charter schools' nimbleness and flexibility made them the right public school choice.

Of course, not all students left their district public schools for charter schools. Many families chose home schooling. In fact, a July 2021 article from the Associated Press examining homeschooling data from the U.S. Census Bureau noted that from March 2020 to September 2020 rates of homeschooling increased from 5.4% to 11%.² Some families chose to delay the start of preschool or kindergarten. Others decided to enroll their students in private schools. The reasons vary from family to family. But the unmistakable message is that something wasn't working for more than one million parents. They voted with their feet and chose options that are a better fit for their children.

In June 2021, the U.S. Department of Education's National Center for Education Statistics reported that enrollment in public schools "fell by its largest margin in at least two decades," an overall drop that equates to about a 3% loss in enrollment from 2019-20 to 2020-21.³ Leading education news outlet Education Week reached out to 51 state departments of education and found that every state saw a drop in enrollment, totaling a public school loss of 1.4 million students.⁴



Many early reports forecasted declines in enrollment as students either got lost (i.e., failed to report to virtual or hybrid instruction) or as parents made choices to move away from the public education system to home schooling or private schools.

Interestingly, during the same time period, media reports began to emerge about some states experiencing a significant increase in charter school enrollment.⁵

Intrigued by this possible pattern, the National Alliance set out to examine charter school enrollment shifts, compared to district public school enrollment shifts, from 2019-20 to 2020-21, giving a glimpse into enrollment choices made during the pandemic. The National Alliance consulted state educational agency (SEA) websites to gather the best available enrollment data to conduct a straightforward analysis of patterns in charter school and district public school enrollments.

There were significant challenges with respect to data collection because each state has its own reporting protocols. The National Alliance set a high bar for data integrity, insisting upon source data that is either generated by or verified by an SEA. Based upon these criteria, data were available from 42 SEAs, including the District of Columbia. The analysis can be found in this report. This report will be updated as additional data is made available.

To better understand the motivation behind the data, the National Alliance also spoke with parents, teachers, students, and school leaders to learn more about their personal stories.

As the nation faced the COVID-19 pandemic during the 2019-20 and 2020-21 school years, schools were forced to find innovative ways to adapt and provide high-quality instruction to students. In remarkable ways, schools, educators, and families rose to the challenge.

It is premature to draw any conclusions about why charter school enrollment grew while enrollment in district public schools declined. And yet the pattern among states in this report is undeniable. There is much to learn from families who made the switch, and perhaps the biggest lesson for everyone is how critically important charter schools are to public education. Public school enrollment declines began years ago in many cities and states. Often, this was tied to overall population decline or a shift in demographics. The pandemic merely exacerbated and accelerated what was already happening in many communities.

Charter schools are an important part of the public school ecosystem. Without them, overall public school enrollment declines would have been far worse, and many families would have suffered even more during this time of unprecedented challenge.

**Note: For the purposes of this analysis, the District of Columbia is included in the count of states.*

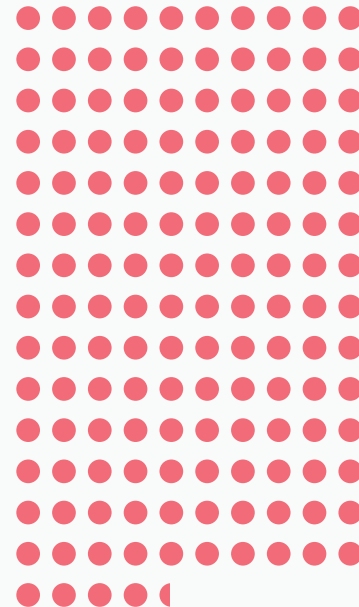
PUBLIC SCHOOL ENROLLMENT SHIFTS

● = 10,000 Students

237,000 Charter Students Gained

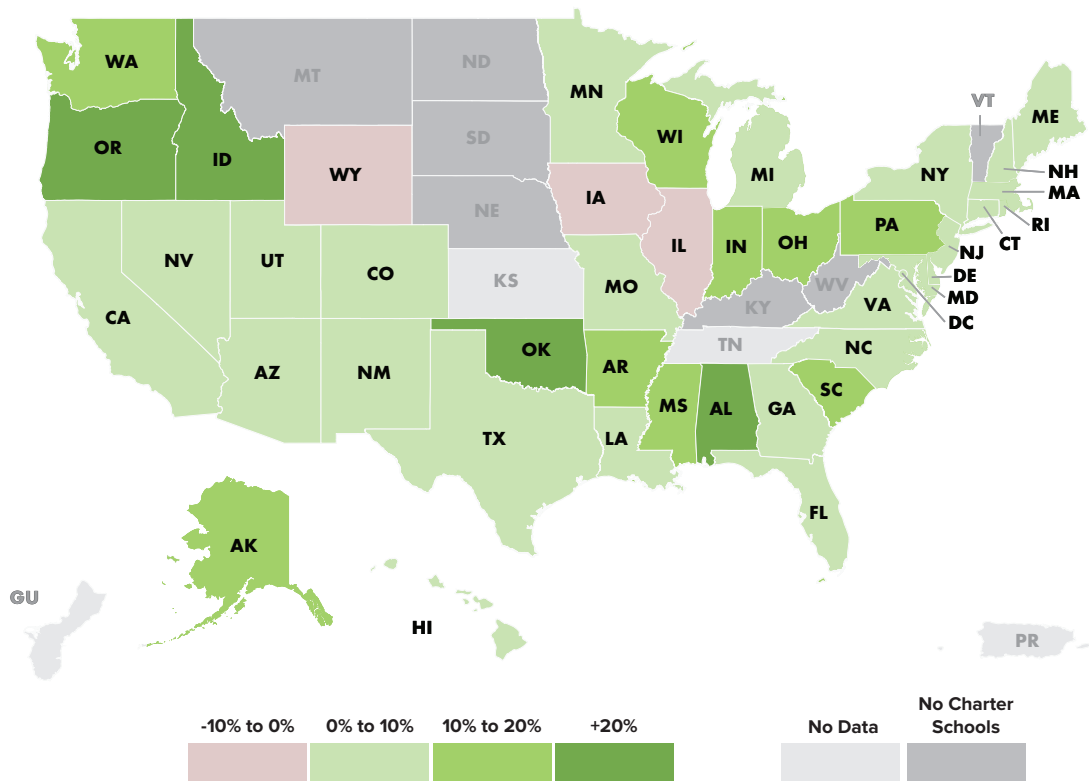


1.45 Million District Students Lost





CHARTER SCHOOL ENROLLMENT CHANGE BY STATE



RESULTS

- ▶ **Charter school enrollment increased as district public school enrollment decreased.** Across the 42 states in the analysis, charter schools gained nearly 240,000 students (a 7% increase from 2019-20 to 2020-21), while other public schools, including district-run schools, lost more than 1.4 million students (a 3.3% loss from 2019-20 to 2020-21).
- ▶ **Nearly every state analyzed saw charter school enrollment increases.** Across the 42 states in the analysis, there was an increase in the number of charter school students from 2019-20 to 2020-21 in 39 states. Only Illinois, Iowa, and Wyoming saw modest decreases in charter enrollment. Further, there was a decrease in district public school enrollment in every state. Increases for charter schools ranged from 49 more students in Virginia to 35,751 additional students in Oklahoma. In terms of percentages, the increase in charter enrollment ranged from 0.19% in Louisiana to nearly 78% in Oklahoma.
- ▶ **Virtual charter school enrollments drive part of the change.** Although a school-level analysis was not conducted as a part of this paper, in some states (e.g., Oklahoma, Pennsylvania, and Utah), charter school enrollment increases were primarily driven by enrollment in virtual charter schools. This explains some but not all of the enrollment increases experienced by the charter school sector nationwide last year.

VOTING WITH THEIR FEET

2020-21 CHANGE IN CHARTER SCHOOL AND DISTRICT SCHOOL ENROLLMENT BY STATE

STATE	CHARTER SCHOOL ENROLLMENT CHANGE	DISTRICT SCHOOL ENROLLMENT CHANGE	STATE	CHARTER SCHOOL ENROLLMENT CHANGE	DISTRICT SCHOOL ENROLLMENT CHANGE
Oklahoma	▲ 77.7%	▼ 6.9%	Rhode Island	▲ 6.5%	▼ 3.0%
Alabama	▲ 65.1%	▼ 1.4%	Minnesota	▲ 5.2%	▼ 2.9%
Idaho	▲ 24.1%	▼ 2.6%	Virginia	▲ 4.0%	▼ 3.5%
Oregon	▲ 20.8%	▼ 5.5%	Colorado	▲ 3.9%	▼ 4.5%
Mississippi	▲ 19.9%	▼ 5.1%	Florida	▲ 3.9%	▼ 3.2%
Arkansas	▲ 19.2%	▼ 3.0%	Missouri	▲ 3.5%	▼ 0.1%
Washington	▲ 17.4%	▼ 4.2%	New Jersey	▲ 3.4%	▼ 2.6%
South Carolina	▲ 17.1%	▼ 3.7%	Delaware	▲ 3.3%	▼ 2.4%
Alaska	▲ 16.6%	▼ 2.6%	Nevada	▲ 3.3%	▼ 3.6%
Pennsylvania	▲ 15.5%	▼ 3.2%	Maryland	▲ 3.0%	▼ 3.1%
Wisconsin	▲ 13.8%	▼ 3.8%	Hawaii	▲ 2.8%	▼ 3.0%
Ohio	▲ 11.1%	▼ 3.8%	California	▲ 2.3%	▼ 3.2%
Indiana	▲ 10.5%	▼ 2.2%	Utah	▲ 2.1%	▼ 0.5%
Georgia	▲ 9.0%	▼ 2.8%	Michigan	▲ 1.5%	▼ 4.7%
Arizona	▲ 8.6%	▼ 6.1%	Massachusetts	▲ 1.3%	▼ 4.2%
Texas	▲ 8.6%	▼ 2.9%	Connecticut	▲ 1.2%	▼ 2.9%
North Carolina	▲ 8.5%	▼ 1.9%	District of Columbia	▲ 1.0%	▼ 2.2%
New Hampshire	▲ 7.5%	▼ 5.0%	Louisiana	▲ 0.2%	▼ 3.2%
New York	▲ 7.4%	▼ 3.6%	Illinois	▼ 1.1%	▼ 3.6%
New Mexico	▲ 6.7%	▼ 4.9%	Wyoming	▼ 3.5%	▼ 2.0%
Maine	▲ 6.6%	▼ 4.5%	Iowa	▼ 6.8%	▼ 2.1%
			TOTAL	▲ 7.1%	▼ 3.3%

Note: The states and territories where data was unavailable at the time of publication are: Guam, Kansas, Puerto Rico, and Tennessee. The National Alliance made earnest attempts to collect data from these states and territories. The following scenarios led to incomplete data: 2020-21 school level enrollment were not publicly available (Tennessee), data was redacted in a way that made our analysis impossible (Kansas), or we did not hear back from the state education agency (Guam and Puerto Rico). The National Alliance will update this report should data from these states become available.



Historical Significance

The unusually high rate of charter school growth during the first full year of the pandemic is particularly noteworthy because there were likely not more schools opening than normal, and perhaps fewer due to the pandemic. While we do not yet have school-opening data for the 2020-21 school year, the chart below shows that a few hundred new charter schools generally open each year. And new schools mean new students. Despite having potentially fewer new charter school options than they probably would have in a normal year, families maximized the available charter school seats.

During the 2020-21 school year, charter school student enrollment grew by 7%. Not since the 2014-15 school year when the number of charter schools grew by 4.6%, helping to create a 7.5% enrollment boost, have we seen numbers like this. Since that time, the rate of student enrollment continued to grow steadily, but at a slower pace each year. The higher the number of enrolled students, the more difficult it is to maintain the same rate of percentage growth year after year.

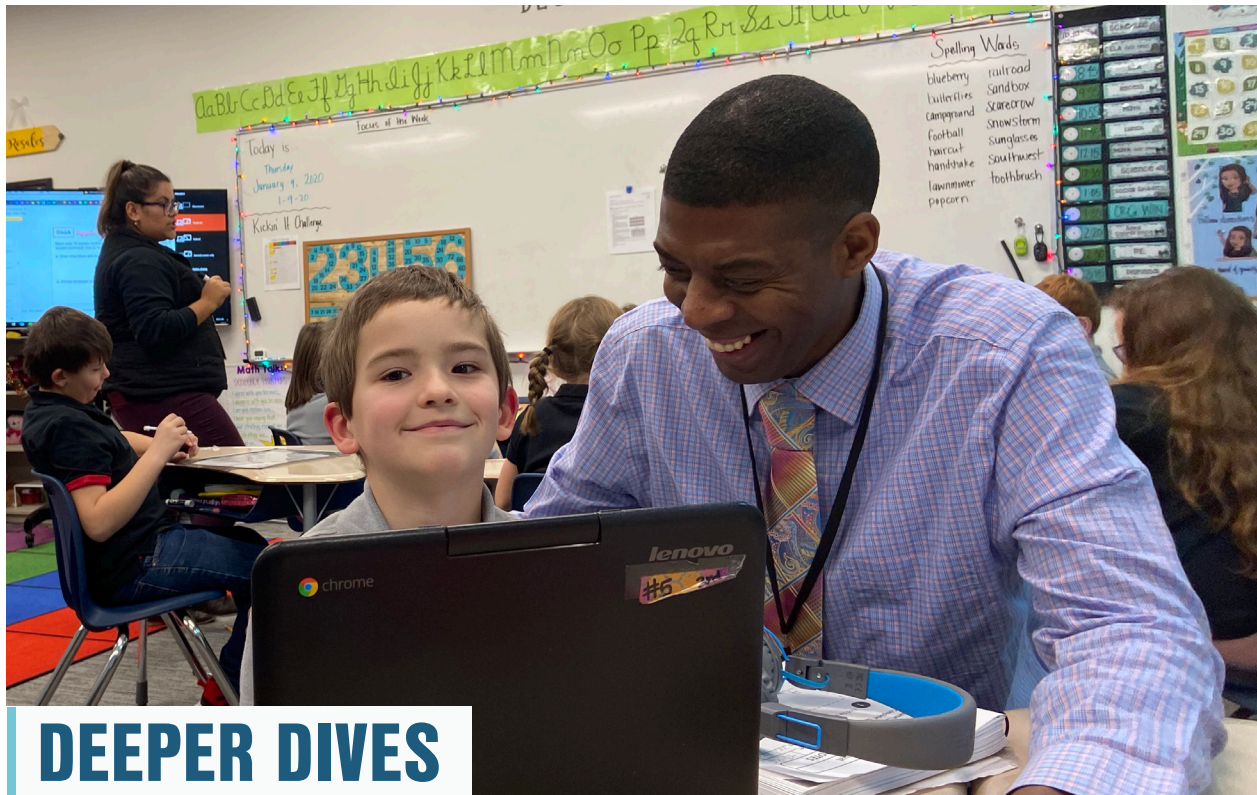
Then, when the reality of the pandemic set in, families voted with their feet during the 2020-20 school year and the percentage of students enrolled in charter schools is likely to have more than doubled.

CHARTER SCHOOL STUDENT AND SCHOOL GROWTH					
SCHOOL YEAR	SOURCE	CHARTER STUDENTS	% CHARTER STUDENT CHANGE	CHARTER SCHOOLS	% CHARTER SCHOOL CHANGE
2014-15	Federal	2,694,707	7.5%	6,814	4.6%
2015-16	Federal	2,859,956	6.1%	7,006	2.8%
2016-17	Federal	3,038,995	6.3%	7,206	2.8%
2017-18	Federal	3,170,094	4.3%	7,315	1.5%
2018-19	Federal	3,316,276	4.6%	7,530	2.9%
2019-20	State	3,350,783	-	7,680 [†]	2.0%
2020-21	State	3,588,094	-	N/A	-

Data from school years 2014-15 through 2018-19 is based on federally recorded information. It includes all states where there are charter schools.

For the 2019-20 and 2020-21 school years, data reflects information from 42 states, including the District of Columbia. These data were provided or verified by state educational agencies and do not include information from all states.

[†]Charter school count for 2019-20 is a preliminary count.



DEEPER DIVES

The data in this report show charter school enrollment grew in many different types of communities. In a handful of states, full-time virtual charter schools accounted for much of the year-over-year change. Oklahoma, for example, saw tremendous growth in virtual enrollment which resulted in the highest number of new charter school students in the nation – more than 35,000 students. Texas came in second place with slightly more than 29,000 students, but that growth was not due to full-time virtual schools.

In some of the nation's most mature charter sectors like Washington, D.C. and Louisiana, enrollment growth was modest. Yet other mature sectors like New York still experienced a significant percentage of increased enrollment. In the Pacific Northwest, both Washington and Oregon posted some of the largest gains in the country. What accounts for these differences? It's hard to say, because many factors likely contributed to the outcomes we see.

Last year, in partnership with Public Impact, we produced a [report](#) that provided an early look at how charter schools adapted to serve families and students during the early months of the pandemic. Perhaps some of the practices identified in that report—including prioritizing real-time learning, direct engagement, and regular check-ins with students—made charter schools appealing to the families of nearly 240,000 new students.

In this section, we take a deeper dive into several states: California, Arizona, Florida, Idaho, Washington, and one charter management organization: KIPP Public Schools, to better understand the stories behind the numbers.



ARIZONA

Charter schools saw enrollment increases for nearly every racial and ethnic subgroup, while district schools saw enrollment decreases for nearly every racial and ethnic subgroup. Specifically, charter schools saw increases of Black and White students. District schools saw a particularly large decrease in the number of Black, White, and Asian students. Both sectors saw a large decrease in Native Hawaiian/Pacific Islander students. The large increases across the board resulted in a more than 8% increase in the percentage of public school students attending charter schools—making Arizona the first state (excluding the District of Columbia) to reach the milestone of having 20% of public school students enrolled in charter schools.

CALIFORNIA

Charter schools saw enrollment increases for nearly every racial and ethnic subgroup, while district public schools saw enrollment decreases for nearly every racial and ethnic subgroup. Specifically, charter schools saw particularly large increases of Asian, Filipino, Hispanic, and multi-racial students.

District public schools saw a particularly large decrease in White and Black students. Both sectors saw a large decrease in the number of Native American students.

FLORIDA

Any parent will agree that changing a child's school is no small decision. Imagine doing it for five children. That's exactly what Matt Mohler, Tallahassee father of five children under age 10, decided to do when he wanted something better for his kids' education.

After watching his elementary school-aged children struggle through a year of online schooling and feeling uncertain about whether the A-rated district school in his community would meet his children's needs, he was ready to explore other options available to his family. Matt heard about the new Tallahassee Classical Charter School that opened for the 2020-2021 school year, offering in-person instruction despite the pandemic. Even though the school is a 30-minute commute, he knew after talking to school leaders and teachers, that the curriculum and structure at Tallahassee Classical

was exactly what he was looking for. Matt says, "The passion that the teachers at Tallahassee Classical have for not just the curriculum, but for the whole school, is inspiring. They are committed to not just teaching, but to a rich curriculum to build up the students' minds to seek truth and be good people."

What's more, Matt said he was surprised to learn that within the first week of school, his children were beginning to study topics and books that he himself did not study until high school. "Within the first week, my [then] first grader came home reciting the Preamble of the Constitution. And I was blown away at the progress he was making in such a short amount of time."





Idaho: Gem Innovation Schools

IDAHO

Their ability to offer in-person, online, and hybrid options made Gem Innovation Schools attractive to many Idaho families looking for options and stability during a time of upheaval and disorder. The dedicated teaching team at Gem, a successful network of brick-and-mortar schools and an online school, has a passion to provide students a transformational education, giving them the knowledge, characteristics, competencies, and mindsets for success in college and the next generation workplace. During the pandemic, rather than limiting learning options, Gem chose to expand to more grade levels to respond to parent demand and to better meet the needs of families. According to CEO Jason Bransford, families were also allowed to select the learning type one quarter at time. Since the state of the pandemic was rapidly evolving, families could truly customize their education as needs changed. Mr. Bransford says, “We had some excellent instructional strategies to build on, given that we had run an online school since 2004.”

Mr. Bransford shares this feedback from a parent with several children at Gem Innovation, “The school is teaching my child to be self-sufficient and to take control of his learning. He’s held accountable for meeting his responsibilities. He’s really being prepared for his future. I have younger kids in this school as well, and I love that they are all being taught these important life skills.”

WASHINGTON

Founded on the pillars of Collaborative Community, Anti-Racism, and Leadership, Seattle’s Rainier Valley Leadership Academy (RVLA) is rapidly growing. RVLA’s diverse team of educators—81.5% of teachers are people of color—and staff were able to make quick pivots during the pandemic to serve the community. Principal and CEO Baionne Coleman says enrollment has increased 23% over last year. Principal Coleman relays an anecdote of a parent who had a child at RVLA and two children in a local district school. That parent moved their other children to RVLA in 2020 because of the above and beyond communication, academic supports, and emphasis on mental health for scholars and families.



Washington: Rainer Valley Leadership Academy

English Language Learner Coordinator Erica Carmichael believes RVLA's families were pleased with the school's response to the pandemic, including implementing a hybrid model of learning. Ms. Carmichael says, "Multilingual families are attracted to charter schools in general because the school and class sizes are relatively smaller than district school systems. Our multilingual families appreciate the support and care we have for one another. This can be seen by our constant communication to families and an inviting environment in a caring community. Incorporating culture months, pep rallies, and diverse speakers throughout the school year aligns with our curriculum and grading policies."

NATIONAL

KIPP Public Schools is a non-profit network of 270 charter schools serving more than 120,000 students in grades PreK-12. All KIPP schools share a common approach, although every school is unique. Like many schools, KIPP schools were uncertain about how the pandemic would impact enrollment, particularly since spring and summer are still enrollment months and traditional communication

methods of in-person canvassing, open houses, and other events were not an option.

Even under these unusual circumstances, many families were drawn to—or stayed with—KIPP Public Schools. KIPP schools saw higher than normal retention of existing students and also saw an uptick in enrollment in some schools due to unique student and family supports related to the pandemic such as 1:1 technology to support virtual learning; meal delivery; and 1:1 family outreach—including virtual college and career counseling.

For example, in March 2020, the KIPP Forward (formerly KIPP Through College) team in Nashville was already in crisis response mode, supporting families recovering from the deadly tornadoes that had hit their region. When schools began shutting down due to COVID-19, the team had to urgently pivot again. According to Loretta McDonald, Dean of College Counseling, and Chaelsa Williams-McKay, Director of KIPP Forward, their team was able to switch to all-virtual meetings within days of the pandemic being declared and extend deadlines to meet students' needs. KIPP Forward



counselors consulted skilled researchers to find out how colleges were dealing with admissions and financial aid during the national shelter-in-place. Their college and career counseling work, which usually slows down in June, now took over the entire summer. “The team would not give up,” says Williams-McKay. “They tried different strategies with students over and over again. It was not a one-size-fits-all strategy.”

Conclusion

Data collected by the National Alliance reveal an interesting and important shift: despite declines in overall public school enrollment during the first full school year of the COVID-19 pandemic, public charter schools saw state-level enrollment increases in nearly every state examined in this paper. These data are yet another indication of the importance parents place on the ability to choose the right school for their children, particularly during the pandemic. It is clear from this data and prior research⁶ that millions of additional families are interested in charter schools and would select one if it were available. Indeed, a compelling case can be made that the future growth of public schools in America will be enabled by charter schools.

Families want more, not fewer, public school choices. They voted with their feet this past year, and they will surely vote at the polls. Federal, state, and local policymakers who oppose charter schools are out of touch with their stakeholders and constituents. Thankfully, many leaders across the country are listening to their constituents. While the pandemic raged on and charter enrollment grew, the country witnessed the biggest wave of legislation favorable to charter schools in more than a decade. In states from Rhode Island to California, elected officials withdrew bills harmful to charter schools in state legislatures. In Wyoming, West Virginia, Oklahoma, and Iowa, state legislatures strengthened charter laws and/or created a better environment in which charter schools can thrive.

**TABLE 1: CHARTER SCHOOL AND DISTRICT SCHOOL ENROLLMENT
2019-20 SY TO 2020-21 SY**

STATE	2019-20 CHARTER SCHOOL ENROLLMENT	2019-20 DISTRICT SCHOOL ENROLLMENT	2020-21 CHARTER SCHOOL ENROLLMENT	2020-21 DISTRICT SCHOOL ENROLLMENT	CHARTER SCHOOL CHANGE	DISTRICT SCHOOL CHANGE	% CHARTER SCHOOL CHANGE	% DISTRICT SCHOOL CHANGE
Alabama	1,115	747,267	1,841	736,899	726	-10,368	65.11%	-1.39%
Alaska	6,866	125,711	8,006	122,388	1,140	-3,323	16.60%	-2.64%
Arizona	213,820	936,986	232,249	880,007	18,429	-56,979	8.62%	-6.08%
Arkansas	35,115	444,317	41,849	431,155	6,734	-13,162	19.18%	-2.96%
California	675,374	5,487,627	690,657	5,311,866	15,283	-175,761	2.26%	-3.20%
Colorado	127,213	786,010	132,215	750,984	5,002	-35,026	3.93%	-4.46%
Connecticut	10,806	512,857	10,940	498,122	134	-14,735	1.24%	-2.87%
D.C.	43,518	51,037	43,942	49,890	424	-1,147	0.97%	-2.25%
Delaware	16,366	124,485	16,910	121,513	544	-2,972	3.32%	-2.39%
Florida	329,219	2,529,733	341,926	2,449,761	12,707	-79,972	3.86%	-3.16%
Georgia	77,318	1,692,303	84,291	1,645,675	6,973	-46,628	9.02%	-2.76%
Hawaii	11,877	167,454	12,213	162,491	336	-4,963	2.83%	-2.96%
Idaho	25,364	286,627	31,472	279,133	6,108	-7,494	24.08%	-2.61%
Illinois	63,462	1,865,460	62,760	1,798,654	-702	-66,806	-1.11%	-3.58%
Indiana	44,965	1,006,446	49,686	984,278	4,721	-22,168	10.50%	-2.20%
Iowa	132	517,189	123	506,533	-9	-10,656	-6.82%	-2.06%
Louisiana	87,506	632,306	87,670	611,955	164	-20,351	0.19%	-3.22%
Maine	2,497	177,839	2,662	169,812	165	-8,027	6.61%	-4.51%
Maryland	22,680	886,734	23,366	859,172	686	-27,562	3.02%	-3.11%
Massachusetts	47,978	900,850	48,578	862,887	600	-37,963	1.25%	-4.21%
Michigan	147,339	1,352,213	149,478	1,288,134	2,139	-64,079	1.45%	-4.74%
Minnesota	62,751	830,452	65,987	806,096	3,236	-24,356	5.16%	-2.93%
Mississippi	2,128	463,785	2,551	440,076	423	-23,709	19.88%	-5.11%
Missouri	24,213	893,197	25,068	892,051	855	-1,146	3.53%	-0.13%
Nevada	56,999	443,861	58,855	427,778	1,856	-16,083	3.26%	-3.62%
New Hampshire	4,228	171,940	4,545	163,364	317	-8,576	7.50%	-4.99%
New Jersey	55,604	1,320,225	57,480	1,285,960	1,876	-34,265	3.37%	-2.60%
New Mexico	27,147	295,882	28,968	281,237	1,821	-14,645	6.71%	-4.95%
New York	159,214	2,479,735	170,933	2,390,497	11,719	-89,238	7.36%	-3.60%
North Carolina	116,316	1,409,828	126,165	1,383,055	9,849	-26,773	8.47%	-1.90%
Ohio	107,601	1,684,454	119,565	1,619,821	11,964	-64,633	11.12%	-3.84%
Oklahoma	45,988	657,662	81,739	612,374	35,751	-45,288	77.74%	-6.89%
Oregon	38,310	544,351	46,273	514,644	7,963	-29,707	20.79%	-5.46%
Pennsylvania	146,556	1,627,193	169,252	1,575,473	22,696	-51,720	15.49%	-3.18%
Rhode Island	9,904	143,557	10,547	139,184	643	-4,373	6.49%	-3.05%
South Carolina	39,097	743,218	45,774	715,516	6,677	-27,702	17.08%	-3.73%
Texas	336,900	5,157,026	365,930	5,005,633	29,030	-151,393	8.62%	-2.94%
Utah	77,582	589,276	79,179	586,127	1,597	-3,149	2.06%	-0.53%
Virginia	1,218	1,296,794	1,267	1,251,489	49	-45,305	4.02%	-3.49%
Washington	3,163	1,137,945	3,712	1,090,618	549	-47,327	17.36%	-4.16%
Wisconsin	44,703	810,256	50,861	779,074	6,158	-31,182	13.78%	-3.85%
Wyoming	631	93,201	609	91,329	-22	-1,872	-3.49%	-2.01%
Total	3,350,783	44,025,289	3,588,094	42,572,705	237,311	-1,452,584	7.08%	-3.30%

**TABLE 2: CALIFORNIA ENROLLMENT CHANGES FOR RACIAL AND ETHNIC GROUPS
2019-20 SY TO 2020-21 SY**

STATE	2019-20 CHARTER SCHOOL ENROLLMENT	2019-20 DISTRICT SCHOOL ENROLLMENT	2020-21 CHARTER SCHOOL ENROLLMENT	2020-21 DISTRICT SCHOOL ENROLLMENT	CHARTER SCHOOL CHANGE	DISTRICT SCHOOL CHANGE	% CHARTER SCHOOL CHANGE	% DISTRICT SCHOOL CHANGE
African American	49,811	274,685	49,859	259,968	48	-14,717	0.10%	-5.36%
American Indian or Alaska Native	3,593	26,689	3,407	24,924	-186	-1,765	-5.18%	-6.61%
Asian	32,976	542,091	34,228	538,223	1,252	-3,868	3.80%	-0.71%
Filipino	10,457	136,044	11,055	131,590	598	-4,454	5.72%	-3.27%
Hispanic or Latino	352,306	3,028,892	361,695	2,958,605	9,389	-70,287	2.67%	-2.32%
Not Reported	9,317	43,836	10,106	40,946	789	-2,890	8.47%	-6.59%
Pacific Islander	2,283	24,912	2,290	23,950	7	-962	0.31%	-3.86%
Two or More Races	31,190	212,182	32,431	214,283	1,241	2,101	3.98%	0.99%
White	183,441	1,198,296	185,586	1,119,377	2,145	-78,919	1.17%	-6.59%
Total	675,374	5,487,627	690,657	5,311,866	15,283	-175,761	2.26%	-3.20%

**TABLE 3: ARIZONA ENROLLMENT CHANGES FOR RACIAL AND ETHNIC GROUPS
2019-20 SY TO 2020-21 SY**

STATE	2019-20 CHARTER SCHOOL ENROLLMENT	2019-20 DISTRICT SCHOOL ENROLLMENT	2020-21 CHARTER SCHOOL ENROLLMENT	2020-21 DISTRICT SCHOOL ENROLLMENT	CHARTER SCHOOL CHANGE	DISTRICT SCHOOL CHANGE	% CHARTER SCHOOL CHANGE	% DISTRICT SCHOOL CHANGE
Asian	11,998	21,123	12,339	18,961	341	-2,162	2.84%	-10.24%
American Indian/ Alaska Native	4,274	44,820	4,420	41,247	146	-3,573	3.42%	-7.97%
Black/African American	12,617	49,136	13,578	44,114	961	-5,022	7.62%	-10.22%
Hispanic/Latino	85,290	437,171	89,520	415,786	4,230	-21,385	4.96%	-4.89%
White	88,089	345,675	96,730	315,534	8,641	-30,141	9.81%	-8.72%
Native Hawaiian/ Pacific Islander	767	3,160	677	2,626	-90	-534	-11.73%	-16.90%
Multiple Races	10,740	35,771	14,966	42,051	4,226	6,280	39.35%	17.56%
Missing Ethnicity			19	39	19	39		
Total	213,775	936,856	232,249	880,358	18,474	-56,498	8.64%	-6.03%

Note: The National Alliance used the “Annual Enrollment Reports – Type by Ethnicity” tab to inform this table. In the “Type by Ethnicity” tab there appears to be some data suppression / anomalies. To arrive at figures presented in this table, the National Alliance executed the following steps. First, we accepted charter figures for the subgroups provided and subtracted these figures from the “Arizona Total” figure provided for each subgroup to arrive at a non-charter enrollment figure for each subgroup. Second, the totals provided at the bottom of this table are simply a sum of all subgroup enrollment by year by sector. The figures presented in the “Total” row in this table vary slightly from Arizona’s statewide totals.



Methodology

In July and August 2021, the National Alliance examined state educational agency (SEA) websites and contacted SEA officials to identify enrollment data for charter schools compared to other public, non-charter schools. As of the writing of this report, 42 states have been identified where there was data from the SEA to make a clear determination about the total statewide enrollment figures for charter schools compared to district public schools during the 2019-20 and 2020-21 school years. Below are some important notes regarding the calculation of figures contained in this report.

- ▶ **Sourcing.** For each state, the source of the data, date the data was accessed, and any relevant notes regarding how statewide figures were calculated are provided below. In this report, for the purposes of reliability and consistency, figures provided by SEAs were used.
- ▶ **Fall Counts Preferred.** Processes for counting students vary from state to state. However, most states have a fall or October count, and this is the preferred count figure in instances where there were either spring or monthly counts. There are instances in the report where a yearly count or Spring count is used.
- ▶ **District Public School Enrollment Figures.** In many instances, the National Alliance performed simple calculations to arrive at totals for public charter schools compared to all other public schools in the state (district public schools). Generally speaking, the calculations started with statewide public school enrollment totals, subtracted total charter school enrollment, and arrived at district school figures for each year. More details on the calculation methods can be found in the endnotes.
- ▶ **Cautionary Note.** As mentioned above, enrollment figures are calculated in many different ways. As such, other researchers, media outlets, and individuals may arrive at slightly different numbers based upon calculation methods. The National Alliance's goal was to 1) source data from publicly available sources and make the sourcing transparent and 2) keep calculation methods simple so they could be reliable and easily understood.

DATA SOURCES BY STATE

Alabama: "Data Request to the Alabama State Department of Education", Alabama State Department of Education, received August 30, 2021, personal e-mail communication. The author submitted a data request to the Alabama State Department of Education. ALSDE officials responded with charter enrollment data for 2019-20 and 2020-21. ALSDE also provided statewide public enrollment figures - the author subtracted charter enrollment from these figures to arrive at statewide non-charter public enrollment totals.

Alaska: "School Enrollment Totals for all Alaskan Schools", Alaska Department of Education and Early Development, accessed August 30, 2021, <https://education.alaska.gov/data-center>. The author contacted officials at the Alaska Department of Education and Early Development for clear and reliable lists of Alaska charter schools in 2019-20 and 2020-21. ADEED officials responded on August 30, 2021 with this information. Using this information, the author was able to download school-level enrollment data, tag charter schools, and parse charter enrollment from all other non-charter public enrollment.



Arizona: Arizona Department of Education “Annual Enrollment Reports - Type by Grade Tab.” Accessed on July 14, 2021. Website: <https://www.azed.gov/accountability-research/data/>. Files provide statewide enrollment as well as enrollment by school type and level. Here we include the provided figures for charter schools and subtract the charter figures from the Arizona total enrollment to arrive at a non-charter public figure. These reports include the number of students enrolled on the October 1 reporting date. Note: in the “Type by Grade” tab there appears to be some data suppression / anomalies. The National Alliance accepted the charter figures as is from this source. To arrive “non-charter” figures, the National Alliance took the “Arizona Total” figure for each year in the “Type by Grade” tab and subtracted charter enrollment to arrive at statewide public non-charter enrollment.

Arkansas: “Data Request to the Arkansas Department of Education”, Arkansas Department of Education, received August 30, 2021, personal e-mail communication. The author submitted a data request to the Arkansas Department of Education. ADE officials sent school-level enrollment totals for all Arkansas public schools and a list of AR charter schools for both 2019-20 and 2020-21. Using this information, the author was able to calculate charter and non-charter public totals.

California: Enrollment by Subgroup for Charter and Non-Charter Schools”, California Department of Education Data Quest, accessed July 14, 2021, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=00&agglevel=state&year=2019-20&ro=y&ro=y>. This report displays the annual K-12 public school enrollment by student subgroup for charter schools and district public schools for the selected report level (state, county, district, or school) and year. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October).

Colorado: “Colorado Education Facts and Figures” (total public student enrollment) and “Charter School Enrollment” (for charter enrollment), Colorado Department of Education, accessed July 14, 2021. Public student enrollment: <https://www.cde.state.co.us/communications/coeducationfactsandfigures>; charter school enrollment: <https://www.cde.state.co.us/cdechart/chartenroll.asp>. To determine district public school enrollment, the author took total statewide public enrollment and subtracted charter enrollment.

Connecticut: “Public School Enrollment Trends by Year”, Connecticut Department of Education, accessed on August 5, 2021, <http://edsight.ct.gov/SASPortal/main.do>. Enrollment files for Connecticut do not have a charter flag, however, it appears that charter schools have a district code that begins with “26, 27, 28, or 29”. Using this assumption, which was confirmed by Connecticut partners, the author was able to calculate charter enrollment totals compared to non-charter public enrollment totals.

Delaware: “Annual Student Enrollment and Unit Allotment Reports,” Delaware Department of Education, accessed July 15, 2021, <https://www.doe.k12.de.us/Page/1495>. District public school and charter school summaries were used to calculate enrollment figures. The author combined regular education and special education totals in enrollment reports to arrive at total figure for each sector in each year. Statewide totals include Dover Air Force Base.

District of Columbia: “School Year Enrollment Audit Report Data”, District of Columbia Office of the State Superintendent of Education, accessed July 15, 2021, <https://osse.dc.gov/page/data-and-reports-0#enrollment>. Data files provide both a charter school and district public school breakout. Audited public enrollment figures from fall count data were used in this calculation.

Florida: “Survey 2: Fall Students Enrolled by Charter Status,” Florida Department of Education EdStats Data



Portal, accessed July 14, 2021, edstats.fldoe.org. Obtained state-level information for “Survey 2: Fall 2020” to examine total statewide enrollment in charter schools versus district public schools. Spring count is also available but used fall counts since most states have fall counts available.

Georgia: “Georgia Charter Schools Annual Report” (for charter school figures) and “Student Enrollment by Grade Level (PK-12)” (for total statewide public enrollment, Georgia Department of Education, accessed July 14, 2021. Charter school data: <https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Annual-Reports.aspx>; total statewide enrollment: https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form. Georgia does not have robust charter flag in its statewide datasets. As such, the author pulled total public enrollment figures, consulted charter school annual reports for total charter school enrollment totals, and subtracted charter school figures from total statewide figures to get to a district public school figure. October count data was used.

Hawaii: Annual enrollment press releases with downloadable statewide enrollment files, Hawaii State Department of Education, accessed July 15, 2021. 2019-20 data: <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/2019-20-enrollment.aspx>; 2020-21 data: <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/2020-21-enrollment.aspx>. Data files for each year contain charter school and district public school breakouts.

Idaho: “Historical State by Grade Enrollment” (for statewide public totals) and “Charter School Historical Enrollment by Year” (for charter totals), Idaho State Department of Education, accessed July 15, 2021, <https://www.sde.idaho.gov/finance/#attendance>. The author used statewide enrollment totals to calculate non-charter public figures.

Illinois: “Students Housed by Serving School: School Summary,” Illinois State Board of Education, accessed August 5, 2021, <https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx>. The National Alliance contacted the ISBE for assistance in determining which Illinois schools are charter schools. ISBE representatives shared enrollment files for 2020-2021 that provide comparable student enrollment data to 2019-2020 enrollment data available on the ISBE website. In addition, ISBE let the National Alliance know of appropriate flags in the dataset to surmise all public schools and charter schools. The National Alliance used this information to determine total charter enrollments as compared to non-charter public enrollment.

Indiana: “Data Request to the Indiana Department of Education,” Indiana Department of Education, received August 30, 2021, personal e-mail communication. The author submitted a data request to the Indiana Department of Education. IDOE officials sent summary statewide statistics for charter and all other public non-charter enrollment directly to the author.

Iowa: “2019-2020 and 2020-2021 Iowa Public School Building PreK-12 Enrollments by School, Grade, Race and Gender” and “Iowa Charter Schools Webpage”, Iowa Department of Education, accessed August 31, 2021, https://educateiowa.gov/data-reporting/education-statistics#Student_Demographic_Information and <https://educateiowa.gov/pk-12/options-educational-choice/charter-schools>. The author was able to identify the two charter schools in Iowa in 2019-20 and 2020-21. Using statewide public enrollment information, the author calculated charter and public non-charter enrollment totals.

Louisiana: “October Multi Stats”, Louisiana Department of Education, accessed on July 14, 2021, <https://www.louisianabelieves.com/resources/library/student-attributes>. Pulled October (fall) counts for each year. Leveraged the “charter type” flag in the data to calculate a total for charters/ non-charters. Identified



charter schools as any school that had a flag of Type 1-Type 5 (six total classifications).

Maine: “Public Funded Attending Counts by School and Grade” and “School Enrollment Statistics”, Maine Department of Education and Maine Charter School Commission, accessed August 30, 2021, <https://www.maine.gov/doe/data-reporting/reporting/warehouse/enrollment> and through email correspondence. The author contacted the Maine Charter School Commission to obtain charter school enrollment figures for 2019-20 and 2020-21. The author subtracted charter enrollment figures from statewide public enrollment totals to arrive at non-charter public figures for 2019-20 and 2020-21.

Maryland: “Data Request to the Maryland State Department of Education”, Maryland State Department of Education, received on September 9, 2021, personal e-mail communication. The National Alliance submitted a data request to the Maryland State Department of Education requesting charter and non-charter enrollment totals at the school-level for 2019-20 and 2020-21. MSDE officials provided this information directly to the National Alliance.

Massachusetts: “Enrollment Data School/Grade” (for total public enrollment) and “Charter School Fact Sheet, Directory, and Application History” (for charter school enrollment totals), Massachusetts Department of Education, accessed July 15, 2021. Total public enrollment: <https://www.doe.mass.edu/infoservices/reports/enroll/default.html?yr=1920>; charter school enrollment: <https://www.doe.mass.edu/charter/factsheet.html>. The author calculated statewide district public school enrollment by subtracting charter school enrollment from statewide public school totals.

Michigan: “Student Count Enrollment Files” Michigan Department of Education Michigan School Data Portal, accessed July 15, 2021, <https://www.mischooldata.org/k-12-data-files>. Files contain a code for charter schools, which are called public school academies in Michigan. Total enrollment figures were calculated for public school academies, and this figure was then subtracted from statewide total enrollment to derive district public school figures.

Minnesota: “State/District/School/County Enrollment,” Minnesota Department of Education, accessed July 14, 2021, <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2> Per the Minnesota Department of Education, charter schools are categorized as a Type 07 district (<https://public.education.mn.gov/MDEAnalytics/Summary.jsp>). Using annual enrollment files, totals were calculated for all Type 07 districts (charter schools) and subtracted from statewide public school total to get district public school figures.

Mississippi: “Enrollment by Grade”, Mississippi Department of Education via Mississippi First, accessed August 17, 2021, <https://newreports.mdek12.org/>. The National Alliance worked with Mississippi First to identify an enrollment data source and a list of charter schools in Mississippi. Charter schools included in the analysis are: Ambition Prep, Clarksdale Collegiate, Joel E. Smilow Collegiate, Midtown Public Charter School, Reimagine Prep, and Smilow Prep. No data existed for Leflore Legacy Academy at the time of the analysis. The author was able to identify enrollment totals for each of the schools listed and subtracted charter enrollment from total public enrollment to arrive at non-charter public enrollment for Mississippi.

Missouri: “Building Enrollment 1991-20”, Missouri Department of Elementary and Secondary Education, accessed August 30, 2021, <https://apps.dese.mo.gov/MCDS/home.aspx?categoryid=1&view=2>. Officials from the Missouri Charter Schools Association assisted the author in identifying charter schools in Missouri. The author then coded charter schools in the dataset, calculated a charter total for 2019-20 and 2020-21



and subtracted the charter total for overall statewide public totals to arrive at public, non-charter totals.

Nevada: “Enrollment for Nevada Public Schools”, Nevada Department of Education via Opportunity 180, accessed on August 5, 2021, <https://doe.nv.gov/DataCenter/Enrollment/>. Staff at Opportunity 180 assisted the National Alliance in determining which Nevada schools are charter schools. Nevada has both state sponsored charters and LEA sponsored charters. Both sets of charters are included in the charter total for the purposes of this analysis.

New Hampshire: “State Totals: Fall Enrollments by Grade,” New Hampshire Department of Education, accessed July 15, 2021, <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/state-totals>. Data files contain a charter school breakout figure. Author calculated district public school enrollment using statewide public school totals.

New Jersey: “Fall Enrollment Reports,” New Jersey Department of Education, accessed July 15, 2021, <https://www.nj.gov/education/doedata/enr/index.shtml>. Data files separate charter schools from other LEAs. Author took charter school totals and subtracted from statewide public school enrollment to arrive at district public school figures.

New Mexico: “Annual Report to the First Session of the Fifty-Fifth Legislature and Data Reference Guide, January 2021”, State of New Mexico Legislative Education Study Committee, accessed August 5, 2021, https://www.nmlegis.gov/Entity/LESC/Documents/Reports_To_The_Legislature/LESCReportToLegislature_2021.pdf. Figures in the data reference guide provide a clean breakout between public charters and non-charter public schools. Report also includes trend data.

New York: “Public School Enrollment School Enrollment: All Students,” New York State Department of Education Information and Reporting Services, accessed July 14, 2021, <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>. Per the New York State Department of Education, 2019-20 data is considered final and 2020-21 data is considered preliminary.

North Carolina: “2019 Charter Schools Annual Report” and “2020 Charter Schools Annual Report”, North Carolina State Board of Education and North Carolina Department of Public Instruction, accessed August 31, 2021, <https://ncleg.gov/documents/sites/committees/JLEOC/Reports%20Received/2021%20Reports%20Received/Annual%20Charter%20Schools%20Report.pdf> and <https://files.nc.gov/dpi/documents/charterschools/resources/report-charter-schools-annual-report-2.15.2020.pdf>. The author contacted the NC Department of Public Instruction and officials provided this resource for charter school enrollment. Each annual report contains a Fall count of charter enrollment and a total statewide public count. The author subtracted the charter enrollment count from the public statewide total to arrive at non-charter public figures.

Ohio: “Fall Enrollment Headcount: October Public District and Buildings,” Ohio Department of Education, accessed July 14, 2021, <http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data>. Data files do not provide a total figure, so the author summed male and female student data to arrive at a total for both charter schools and district public schools.

Oklahoma: “State Public Enrollment Totals: School Site Totals,” Oklahoma State Department of Education, accessed July 15, 2021, <https://sde.ok.gov/documents/2014-02-13/state-student-public-enrollment-2013>. Data files include charter school specific data, and the author calculated district public school figures by



subtracting charter school enrollment from total statewide public school enrollment. It is worth noting that some Oklahoma virtual charter schools saw large enrollment spikes from 2019-20 to 2020-21.

Oregon: “Fall Membership Enrollment Report 2020-21”, Oregon Department of Education via data request, received August 31, 2021, <https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>. The author reached out to officials in the Oregon Department of Education for enrollment figures and assistance in determining which Oregon schools are charter schools. ODE provided the National Alliance with a file containing charter data breakouts for both 2019-20 and 2020-21. This file also contained public statewide totals. The author subtracted charter enrollment totals from statewide public enrollment figures to arrive at non-charter public totals.

Pennsylvania: “Public School Enrollment Report,” Pennsylvania Department of Education, accessed July 14, 2021, <https://www.education.pa.gov/DataAndReporting/Enrollment/Pages/PublicSchEnrReports.aspx>. Enrollment data files for Pennsylvania contain a flag for charter schools. The author calculated a district public school figure by subtracting the charter school total from statewide total in each year.

Rhode Island: “Data Request to the Rhode Island Department of Education”, Rhode Island Department of Education, received on August 31, 2021, personal e-mail communication. The National Alliance submitted a data request to the Rhode Island Department of Education requesting charter and non-charter enrollment totals at the school-level for 2019-20 and 2020-21. RIDE officials provided this information directly the National Alliance staff members.

South Carolina: “180 Day Active Headcount for 2019-20 and 2020-21” and “Data Request to Public Charter School Alliance of South Carolina”, South Carolina Department of Education and personal e-mail communication, received/accessed September 8, 2021, <https://ed.sc.gov/data/other/student-counts/active-student-headcounts>. National Alliance staff worked with staff at the Public Charter School Alliance of South Carolina to identify open charter schools during the 2019-20 and 2020-21 school years. Using these lists, National Alliance staff were able to calculate charter enrollment and public non-charter enrollment from data files available on the SCDOE website.

Texas: “Texas Education Agency PEIMS Standard Reports Student Enrollment Report “Statewide District Totals by Gender”, Texas Education Agency, accessed on July 14, 2021, <https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>. Student enrollment by gender files were selected to minimize data suppression to get the most accurate count of charter and non-charter students in the state of Texas. In addition, more granular files in Texas have a charter flag whereas statewide total files do not. Minor suppression in data - two campuses in 2020-21 data, one campus in 2019-20 data.

Utah: “Fall Enrollment by Demographics and Grade Levels,” Utah State Board of Education, accessed July 14, 2021, <https://schools.utah.gov/data/reports?mid=1424&tid=4>.

Virginia: “Data Request to the Virginia Department of Education”, Virginia Department of Education, received August 30, 2021, personal e-mail communication. The author submitted a data request to the Virginia Department of Education. VDE officials responded with a data file containing school-level enrollments for charter schools and all other non-charter public schools in Virginia for 2019-20 and 2020-21.

Washington: “Washington State Report Card” and The Washington State Board of Education “Charter



Public Schools Home Page”, Washington Office of Superintendent of Public Instruction, accessed August 5, 2021, <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300> and <https://www.sbe.wa.gov/our-work/charter-public-schools#List%20of%20certified%20schools>. In order to determine charter figures, the author consulted with the Washington State Board of Education website for a list of charters. In 2019-20, there were 10 total charters - 9 authorized by the State Commission and one authorized by Spokane Public Schools. In 2020-21, there were 12 total charters - 10 authorized by the State Commission and two authorized by Spokane Public Schools. The author used the school lists to create a charter total for both years. Then, the charter figure was deducted from statewide public enrollment totals to arrive at non-charter public totals.

Wisconsin: “WISEdash Public Portal Enrollment Data” (for total public school enrollment) and “Wisconsin Charter Schools Quick Facts” (for total charter school enrollment), Wisconsin Department of Public Instruction, accessed July 15, 2021. Total public enrollment: <https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>; total charter school enrollment: https://dpi.wi.gov/sites/default/files/imce/parental-education-options/Charter-Schools/pdf/Wisconsin_Charter_Schools_Quick_Facts_Updated.pdf. The author used statewide public school totals to calculate a public charter school figure.

Wyoming: “Fall Enrollment Summary by School by Grade” and “Wyoming Charter Schools List”, Wyoming Department of Education, accessed August 31, 2021, <https://edu.wyoming.gov/data/statisticalreportseries-2/> and <https://edu.wyoming.gov/for-district-leadership/school-programs/charter-schools/>. Using the National Alliance list of schools from 2018-19 and a current list of Wyoming charter schools listed on the WDE website, the author was able to identify the five Wyoming charter schools and campuses that were open in 2019-20 and 2020-21. Using this information along statewide public enrollment figures, the author calculated charter enrollment totals and statewide non-charter public enrollment totals.



Endnotes

- 1 National Parents Union. "National Parents Union Survey of Public School Parents – April 2021." May 4, 2021. Website: <https://nationalparentsunion.org/npu-polling/>.
- 2 David Crary. "Sparked by Pandemic Fallout, Homeschooling Surges Across US,," Associated Press, July 26, 2021, <https://apnews.com/article/health-religion-coronavirus-pandemic-race-and-ethnicity-5385d17b9f91591f4baae71bafb71f0c>.
- 3 Kevin Mahnken, "New Federal Data Confirms Pandemic's Blow to K-12 Enrollment, With Drop of 1.5 Million Students; Pre-K Experiences 22 Percent Decline," The 74 , June 28, 2021, <https://www.the74million.org/article/public-school-enrollment-down-3-percent-worst-century/>.
- 4 Eesha Pendharkar, "More Than 1 Million Students Didn't Enroll During the Pandemic. Will They Come Back?," Education Week, June 17, 2021, <https://www.edweek.org/leadership/more-than-1-million-students-didnt-enroll-during-the-pandemic-will-they-come-back/2021/06>.
- 5 Marlene Sokol, "Tampa Bay charter schools are growing during the coronavirus pandemic." Tampa Bay Times, December 10, 2020, <https://www.tampabay.com/news/education/2020/12/10/tampa-bay-charter-schools-are-growing-during-the-coronavirus-pandemic/>.
- Kristine Sorensen, "COVID-19 In Pennsylvania: Enrollment At Cyber Charter Schools Up Nearly 60 Percent." CBS, Pittsburgh, KDKA, December 21, 2020, <https://pittsburgh.cbslocal.com/2020/12/21/pennsylvania-enrollment-at-cyber-charter-schools-up-nearly-60-percent/>.
- Devin Bodkin, "Charter schools added thousands while statewide enrollment dropped. Idaho Ed News, January 20, 2021, <https://www.idahoednews.org/top-news/charter-schools-added-thousands-of-students-while-statewide-enrollment-dropped/>.
- Michael Elsen-Rooney, "NYC charter school enrollment continues to steadily grow amid COVID pandemic" New York Daily News, February 2, 2021, <https://www.nydailynews.com/new-york/education/ny-nyc-covid-charter-school-enrollment-grows-20210202-sl6g-jmc72rfppfllhd2b4ibmxu-story.html>.
- 6 Demanding a Chance: Parents' Demand for Charter Schools Continues to Grow," National Alliance for Public Charter Schools. April 28, 2016, <https://www.publiccharters.org/publications/demanding-chance-parents-demand-charter-schools-continues-grow>.